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# The Bottom Two Percent: Using Positive Psychology to Create Change Among Convicts

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## **Abstract**

We can turn convicted individuals into thriving members of the community. An empowering approach with the convicted will improve rehabilitative outcomes by creating behavior change. There exists a model that successfully rehabilitates the convicted by teaching the skills necessary to reenter society. This capstone uses the Delancey Foundation as a case study of this model. Delancey provides housing, job training, and education to convicts, addicts, and the homeless. Delancey uses social entrepreneurship and peer mentorship to empower residents. This capstone uses the research of positive psychology to demonstrate how Delancey converts takers into givers using peer mentorship, which develops the major components of human well-being described in Seligman's PERMA model. Increased PERMA generates the conditions for convicts to thrive, ultimately becoming contributing members of society. This capstone makes formal recommendations for the replication of the Delancey model.

## **Keywords**

Base Camp, Delancey Foundation, Diversion, Givers and Takers, PERMA, Positive Psychology, Prison, Reentry, Rehabilitation, Social Entrepreneurship

## **Disciplines**

Applied Behavior Analysis | Community-Based Learning | Criminology | Other Psychology | Personality and Social Contexts | Social Control, Law, Crime, and Deviance | Social Psychology

Running head: CREATING CHANGE AMONG CONVICTS

The Bottom Two Percent: Using Positive Psychology to Create Change Among Convicts

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University of Pennsylvania

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In Partial Fulfillment of the Requirements for the Degree of

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Advisor: Kathryn Britton

August 1, 2018

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### **Personal Statement and Acknowledgements**

At an early age I became interested in behavior change as I saw family members go in and out of the corrections system. I earned two bachelor's degrees in psychology and criminal justice. I acquired a job working with juvenile girls in a court ordered residential facility. I was quickly promoted and had the opportunity to run the programming for two dorms of girls 11-17 years old. I greatly enjoyed working with the girls but found some foundational differences with other facility staff in preferred approach toward rehabilitation. They preferred a more boot camp approach. I preferred a more empowering approach. I walked away from the field for several years with a nagging question: is there a successful model toward rehabilitation with the convicted that utilizes a more positive approach? Years later I discovered there is such a model. My capstone will review this model in detail from a positive psychology perspective with the goal of making it easy to replicate.

I plan to use this model to build a rehabilitation center for the convicted. I have joined forces with Jessica Laessig who has started a non-profit called Base Camp utilizing the model in this paper. See appendix B for more information. Together we have begun the process of seeking supporters, funds and a location for our residential education diversion and reentry center. We presented our model to possible supporters. See appendix A for presentation materials. Any materials in the appendices referring to Base Camp were co-authored by Jessica Laessig.

Many people have supported me through the process of writing this capstone. I would like to say thank you to Kathryn Britton who was my patient advisor, reminding me to stay objective on a topic I am so passionate about. Kathryn provided feedback and edits to transform it into what you see today. I would like to acknowledge my husband Jim. His unwavering support was instrumental to my success. I want to thank my sons Aiden and Weston who made

countless sacrifices in time with mommy. I would like to thank the amazing woman who donated twelve thousand dollars to our family so that I could finish school despite a major family medical crisis and a major home repair. You were an unexpected blessing, thank you. Jennifer Beatty, thank you for helping me gain the confidence that I could make this dream a reality. Finally, I would like to thank Jessica Laessig, who turned my capstone into reality by forming a non-profit to make it possible. Thank you for making my dream come true.

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### **Introduction**

The lotus flower grows out of a muddy pond. Its beautiful petals are a stark contrast to the dull and murky ponds from which it grows. Beauty forms out of muck throughout life, and the stories are relished. It appears that hardships are part of the human condition, yet, once the dust settles, some people are left in a better position than before. This “out of the muck” phenomenon stimulates the question: what are the conditions that allow beauty to rise from muck? In a search for answers, I have chosen to focus on the convicted population immersed in the muck.

We, the people, created the corrections system to keep the public safe. We created rehabilitative efforts to change the behavior of the convicted in hopes that they would once again function in society or at the very least, not return to prison costing the taxpayers more money. What if we can reach beyond merely lowering recidivism rates? What if convicted individuals can become thriving members of society? I suggest that we can achieve all the above using an empowering approach. I will review a case study that suggests we already have.

I will use the research of positive psychology to provide empirical support for a rehabilitative model that has been successful for over 40 years. The research of positive psychology will be used to shine a light on some of the reasons the model has worked so well. I also rely on informal interviews of residents and graduates from the case study reviewed in this paper, whose names have been changed to protect their identities. I added an application plan because I seek to replicate the model in Flagstaff Arizona. I interviewed the Deputy County Manager, Mike Townsend, to ensure the plan was feasible and relevant to the needs of Coconino County. Lastly, I presented the following model to the Criminal Justice Coordinating Council of

Coconino County where it was well received. For those who wish to replicate the model, this paper attempts to identify the aspects of the model that are foundational to its success.

I argue a paradigm shift in the field of corrections is needed. I met Credell, whose name has been changed, at a benefit event for exonerees. In an informal interview, wrongfully accused ex-inmate Credell, described prison as a system designed to squash hope to keep behavior in line. I wish to convince the reader that an empowering approach with the convicted will improve rehabilitative outcomes and create behavior change. The peer mentorship model is an empowering approach. By giving through peer mentorship, convicts may be converted from takers into givers, and ultimately lead more successful lives (Grant, 2013).

### **The Problem**

Overcrowding in prisons suggest current methods of incarceration are not sustainable (Arizona Department of Corrections, 2018d). The cost of incarceration is alarming in comparison to other social services (Arizona Department of Corrections, 2017a; United States Census Bureau, n.d.). In addition to this, high recidivism rates (Fischer, 2011), suggest that the current approach toward the convicted does not motivate behavior change.

The problem with behavior change is people do not behave rationally. If people did behave rationally, then the fear of negative outcomes would motivate behavior change. If people were rational, they would switch to a healthier lifestyle after they undergo coronary bypass surgery to avoid death and future surgery. According to Edward Miller, John Hopkins University medical school dean, after getting such advice from their doctor, 90% do not follow their doctor's orders (Deutschman, 2007).

If people behaved rationally, they would change their ways upon being released from prison and avoid future imprisonment. Yet, in Arizona, statistics suggest up to 59% of inmates

return to prison after release (Fischer, 2011). Behavior change does not appear to be strongly motivated by fear of negative outcomes.

What does change behavior? Below I will make a case that experiencing what it means to be a giver acts as an intervention that leads to behavior change. I will also argue not only is it possible for the bottom two percent of society to change, but I will use the graduates of the Delancey Foundation as an example of successful reintegration into society.

### **A Solution: The Delancey Foundation**

There exists a rehabilitative model that successfully rehabilitates the convicted using an empowering approach. Mimi Silbert, Delancey Foundation founder and CEO, created a residential education center in the 1970s for convicts, addicts, and the homeless. The original center is named Delancey Street located in San Francisco. It has been replicated by the Delancey Foundation to include centers in California, New Mexico, New York, North and South Carolina, and Massachusetts (Delancey Foundation, n.d.a).

It is important to note that Delancey is not the only example of an empowering approach toward rehabilitation in action. Homeboy Industries is one of the largest and probably most well-known rehabilitation centers for convicts. Homeboy Industries has a similar model to Delancey with similar success (Homeboy Industries, 2017). There are several other successful rehabilitative approaches. However, they often focus on only one of the following; empowerment, job training, or altruism. See Appendix A for examples. However, I focus on Delancey for an in-depth look at a model that simultaneously incorporates the empowerment, job training, and altruism found in other models. I had the pleasure to visit the Delancey headquarters in San Francisco and interview several residents and graduates, as well as meet

with Mimi Silbert. Much of what is presented here about Delancey is a result of what I gathered from those interviews.

Delancey functions as a diversion and reentry option providing housing, job training, and education to residents. Diversion is when someone who has been convicted is given the choice between a prison sentence or an alternative sentencing option to gain treatment, typically for a mental health issue or drug addiction (Dyer, 2013). Diversion is often a shorter sentence to incentivize the option. For example, someone might be faced with six years in prison or two years in a rehabilitative center to divert them from prison and get them the help that they need.

However, Delancey is not set up as a mental health facility. In fact, persons with a dual diagnosis or candidates requiring psychiatric medication are not admitted to Delancey (Delancey Foundation, n.d.c). Delancey is a diversion option for convicts who need job training and communication skills. Delancey also offers beds in their facilities to those struggling with addiction or those who are homeless, but most of their residents come through the diversion pathway (Delancey Foundation, n.d.c). I asked a graduate why this was the case. I assumed there was a great need for housing and job training for the homeless. She stated many of the homeless do not qualify due to mental health needs that are beyond the available services at Delancey. Delancey does not employ psychologists, counselors, or psychiatrists. In fact, Delancey is run on an “each one, teach one” peer mentorship model where residents are responsible for everything from cooking and cleaning to working and running the businesses that function as the job training schools.

The same graduate also told me many convicts are often void of hope that change is possible, and therefore the motivation to come to a place like Delancey can be low. However, going to Delancey for the required two-year minimum versus a longer prison sentence sounds

like a pretty good idea to most offenders. Lack of hope that change is possible after repeated failures proves to be the biggest issue residents face (Delancey Foundation, n.d.a). Yet, Delancey manages to instill hope and create change. Surprisingly, many residents request to stay longer to gain more skills once change starts to take effect.

According to the Delancey website, 18,000 people have graduated their program to go on to become truck drivers, mechanics, salespeople, medical professionals, realtors, and even lawyers (Delancey Foundation, n.d.a). An article about Delancey reported that between 1972 and 1995 an estimated 80% of their residents graduated (Colby, 1995). After Delancey residents graduate, they go on to hold jobs or start business of their own (Delancey Foundation, n.d.a).

A few foundational concepts underlie the Delancey Foundation. One, those of us who give to others get to feel good about ourselves. Everyone at Delancey both gives and receives through peer mentorship (Delancey Foundation, n.d.a). In an interview with a reporter, Mimi Silbert stated that the opportunity to feel good about the self is often robbed from the bottom two percent due to the assumption they have nothing to give (Deutschman, 2007). Delancey has successfully challenged this assumption. When residents experience what it feels like to give to another person, the rehabilitative magic begins.

Two, social entrepreneurship is foundational to the success of Delancey because the businesses act as job training schools that aid in developing self-efficacy in residents, empowering them to be the solution to their own problems (Delancey Foundation, n.d.a). Social entrepreneurship commonly refers to non-profits who create for-profit businesses to feed a social mission that is focused on the outcome for the constituencies rather than traditional for-profit outcomes (Dees, 2017). This term can be applied to other circumstances, but this is the meaning used in this paper.

Three, the for-profit Delancey businesses also provide over half of the funding needed for operations (Delancey Foundation, n.d.a). Mimi Silbert prides herself on not accepting any tax dollars to run the center, which is evident on the Delancey website (Delancey Foundation, n.d.a). In not accepting public funds, Delancey acts as an innovative solution that is pure savings to the state budget. There is potentially another benefit to social entrepreneurship. Exonerate Credell, works in social entrepreneurship for the incarcerated and sits on the board of a non-profit that reviews possible wrongful conviction cases. Credell stated that special interests are often attached to funds which may potentially conflict with innovation in addressing social issues. By creating an independent funding source, one can protect the integrity of the original design and intention of the rehabilitation model.

At Delancey, residents graduate with skills in three marketable areas for future employment; office, restaurant, and trades. In another interview, Mimi Silbert compared Delancey to Harvard, except with a focus on the bottom two percent rather than the top two percent (Halamandaris, 2004). The average Delancey resident stays four years and learns everything one needs to know to be successful. Just like Harvard, there is an application process, but instead of SAT scores, an authentic desire to change is required. Those selected are homeless, addicts and/or convicted felons, many of whom have been labeled psychopaths (Deutschman, 2007). When I visited Delancey Street, I was impressed by several of the residents. Dressed in suits, giving off a confident energy that must be the result of knowing they earned the respect they seek, they told me stories of being major drug traffickers, bank robbers, counterfeit money makers, and addicts. They were criminals and social outcasts, until Delancey. People around the world seek to replicate the Delancey model. The question is; what is the

magic that transforms the lives of the Delancey residents? I theorize Delancey is successful because through the peer mentorship model, positive psychology concepts are put into practice.

### **Applying Positive Psychology: A Paradigm Shift in Incarceration**

Psychology is the scientific study of human behavior (Peterson, 2013). Since world war II, much of the human behaviors of interest in the field of psychology were those that could be diagnosed (Peterson, 2013). While the desire to understand and treat pathological human behavior makes sense, it is also important to understand constructive human behavior. Can positive human behavior be taught? What are the components to a good life? Positive psychology aims to answer such questions. Positive psychology is the scientific study of what makes life worth living (Seligman, 2011).

Martin Seligman gave a speech at the Annual American Psychological Association conference in 1998 (Seligman, 1998). In the speech he gave a call to action to investigate and research the factors that support human thriving. Seligman stated:

We have misplaced our original and greater mandate to make life better for all people-not just the mentally ill. I therefore call on our profession and our science to take up this mandate once again as we enter the next millennium. (Seligman, 1998, p.562)

Unlike much of the self-help genre, positive psychology relies on research before making claims as to what leads to the good life (Peterson, 2013). Positive psychology is also more than just positive thinking. It is the study of human thriving from the micro to the macro in self, relationships, communities, and organizations. Positive psychology provides a shift of focus from problems to assets, from weaknesses to strengths, from depression to thriving. The research of positive psychology provides the shift of focus needed in corrections. When positive

psychology is applied to the convicted population, there is a large opportunity for improvement in behavior.

Focusing on human thriving and happiness is sometimes critiqued by other psychologists as having a “rose colored” lens with which to view the world (Diener, 2009). The aim of positive psychology is not to ignore the problems. Rather the concept is that building on the positive is an effective way to address problems (Diener, 2009). Seligman realized that a problem-focused approach may remove the problem, but may not bring the person or situation past being void of the problem (Seligman, 2011). In other words, someone who does not return to prison is not necessarily high functioning or a thriving contributing member of society. In fact, Seligman shares stories of working with patients when, after depression treatment, they describe an emptiness, void of depression but lacking well-being (Seligman, 2011).

Seligman’s speech was a call to action to uncover the secrets behind human well-being. Following that speech, the field of positive psychology boomed with research, degree programs, and applications in business, government, and education (Seligman, 2011). Many models were developed to measure and study well-being. One such model, developed by Seligman, is the five-dimensional PERMA model: Positive emotion, Engagement, Relationships, Meaning, Achievement (Seligman, 2011). Each dimension contributes to well-being and according to Seligman, they are measurable and can be defined independently of each other. A key aspect of PERMA is people inherently desire each dimension. (Seligman, 2011).

Despite internal desire for PERMA dimensions, the general population may not know what will lead to increases in each dimension, nor does everything that increases each dimension lead to sustainable well-being. For example, someone might seek positive emotion through drugs or alcohol, which may increase positive emotion and decrease pain for a short time. Often this



type of subjective well-being is referred to as hedonic happiness or pleasure seeking (Ryan & Deci, 2001). Another source of positive emotion may be completing acts of kindness toward others which may allow someone to align their interest in helping others with their internal desire for positive emotion. This type of subjective well-being is referred to as eudaimonic well-being (Ryan & Deci, 2001). Eudaimonic well-being is more concerned with a life of meaning and personal growth than pleasure.

In a study of men and women using residents of multiple nations, having eudaimonic goals in life was associated with long-term life satisfaction more than pleasure seeking or hedonic goals (Peterson, Park, & Seligman, 2005). Seligman's intention for the application of interventions to increase the PERMA dimensions is focused on eudaimonic well-being for the long lasting benefits to life satisfaction (Seligman, 2011). Ways to increase eudaimonic well-being within the PERMA dimensions may not come as naturally as ways to increase pleasure. Therefore, it is important to study what leads to eudaimonic well-being within the PERMA dimensions. Years of research in positive psychology have uncovered many ways to increase eudaimonic well-being in each dimension. In this paper I will review a small percentage of the research within each PERMA dimension.

Behavior change is a primary objective in the rehabilitation of the convicted population. Of all the models in positive psychology, I chose to apply the PERMA model to the convicted population because there is evidence to suggest that people are internally motivated to seek each PERMA dimension (Seligman, 2011), making the model a great avenue for shifting behavior from hedonic to eudaimonic. Those struggling with addiction within the convicted population may have learned hedonic ways to increase the positive emotion dimension of PERMA by naturally seeking pleasure. Using positive psychology interventions, eudaimonic ways to

increase each dimension can be taught for increased well-being beyond pleasure seeking. Therefore, rather than having to spend time teaching people why they should care about each dimension, time can be more effectively spent teaching them how to reach lasting life satisfaction.

When applied to the convicted population, the PERMA model can be used as a measure of successful rehabilitation. A high level of PERMA is associated with higher functioning and flourishing (Seligman, 2011), and therefore could be used as a measurable outcome to seek in rehabilitation. I recommend PERMA levels be assessed at entry into a rehabilitative center. Periodic reassessment could provide guidance in tailoring programming to the individual's needs within each dimension. As a resident is nearing graduation from a rehabilitation center, I recommend progress within each PERMA dimension be evaluated by the participant, their mentor, and peers. See appendix C for survey questions to use for PERMA measurement.

Corrections remains an area that positive psychology as a field has left relatively untapped. The Positive Psychology Center at the University of Pennsylvania has developed programs for healthcare, business, military, education, and government (Karen Reivich, personal communication, April 21, 2018). Grassroots efforts have been made in corrections by individuals within the positive psychology field. Amy Holloway, a graduate of the University of Pennsylvania positive psychology program, leads positive psychology-based groups in prisons and trains volunteers who work with offenders in restorative justice. In her capstone for the Masters of Applied Positive Psychology degree, Sandra Lewis wrote about a seven-week training on supporting inmate positive emotion, meaning, and engagement for prison staff and a six-week program for incarcerated women (Lewis, 2007). However, corrections remains an area that positive psychology as a field has not formally studied. I hope to see more research in

positive psychology applied to the convicted population to ignite innovation in corrections. I argue that a paradigm shift is needed in the field of corrections if we are to create behavior change among the convicted.

...reactive, individual, alienating, and deficit-based approaches that foster patienthood instead of health, citizenship, and democracy have dominated the field of health and human services for decades ... It is time to shift paradigms and give strength-based, preventative, empowering, and community-orientated approaches a chance...

(Prilleltensky & Prilleltensky, 2007, p. 48)

At Delancey there is a shift of focus from problems to assets. Rather than focusing on what went wrong, who wronged you, or why you wronged another, the focus is on developing the capability to course correct. Course correction is sought through peer mentorship, education, work skills for future employment, and discovery of purpose in life beyond the self. To increase rehabilitative success, I contend that a positive approach toward rehabilitation of the convicted is needed. I aim to show that not only is there a great need for a paradigm shift in corrections, but there is a great opportunity to make real tangible change in the behavior of convicts by using positive psychology. I aim to show that the act of giving to others may contribute to each PERMA dimension and act as a rehabilitative intervention when applied to the convict population. That is not to say that giving is the only intervention that successfully contributes to rehabilitation at Delancey. However, I argue giving acts as a foundational intervention. I hope this paper will serve as the catalyst for future research of positive psychology interventions in corrections, an area in dire need of help.

## **The State of Corrections: An Investigation**

### **Overcrowding**

Between the 1970's and early 2000's, the incarceration rate increased 500% in the United States leading to 2.2 million people being locked up (Mauer & King, 2007). Arizona has one of the highest incarceration rates per 100,000 people of all the states, being exceeded by only a handful of states like Texas and Nevada (Stephan, 2008). Arizona exceeds the national average for incarceration per 100,000 by 1,515 inmates (Mauer & King, 2007). The increase in incarceration is in large part due to the changes made in drug policy and cocaine statutes leading to mandatory sentencing laws.

There continues to be a deficit of beds available for inmates in prisons. In April of 2018, the Arizona male prison population count was 37,568 with a bed capacity of 34,421 leaving a deficit of 3,545 beds and a monthly growth of 95 inmates (Arizona Department of Corrections, 2018a). The need for alternatives to incarceration is great particularly given the overcrowding issue and the cost of incarceration.

In my interview with Deputy County Manager, Mike Townsend, he specified the problem is often described as a conceptual one. There are people who believe prison is there to punish. For others, prison is to protect society from the few extremely dangerous individuals. Townsend told me that the people sitting on the Criminal Justice Coordinating Council for Coconino County are more in line with the latter and supportive of rehabilitative diversion programming. I found this to be true when I presented the model to the Criminal Justice Coordinating Council. They expressed an enthusiasm for a Flagstaff center to be built.

### **The Cost of Incarceration**

In 2017, the average annual operating cost of an inmate in Arizona state prison was calculated at \$25,021.72 per year (Arizona Department of Corrections, 2017b). Including females, the total Arizona prison population was 41,469 on April 30<sup>th</sup>, 2018 (Arizona Department of Corrections, 2018d). Using simple math, this would suggest that the Arizona Department of Corrections spends roughly one billion annually on inmates. According to the Arizona Department of Corrections budget request for fiscal year 2019, 1.2 billion dollars was requested for total operations (Arizona Department of Corrections, 2017a).

In contrast, the Delancey model does not require tax dollars to run. Residents work at one of the several businesses Delancey operates. The profits from the businesses support a majority of the room and board for residents. The businesses function as job training schools for residents. According to Delancey graduate, Erika, whose name has been changed, Delancey receives donations but they do not actively seek donations. Setting up a similar facility in Arizona has the propensity to save the state in incarceration costs as well as produce tax paying citizens without requiring state funding.

To better understand the funds allocated to the inmate population, consider the budget for the student population. Nationally the education system spends only \$10,700 per student per year. Arizona's spends even less per student with an average of \$7,208 per year in 2015 (United States Census Bureau, n.d.). With the money saved in corrections utilizing the Delancey model, perhaps the distribution of funds among students and inmates can be equalized by diverting the savings to student needs. This may seem like a farfetched dream, but as Delancey has shown, an innovative approach can be successful.

### Recidivism Rates

What is the intention of the corrections system? The Arizona Department of Corrections states their mission is: “To serve and protect the people of Arizona by securely incarcerating convicted felons, by providing structured programming designed to support inmate accountability and successful community reintegration, and by providing effective supervision for those offenders conditionally released from prison” (Arizona Department of Corrections, 2018b). If one of the intentions is reintegration, are current attempts of reintegration working?

Between 1985 and 2010, 288,122 inmates in Arizona were followed post release from prison to track recidivism (Fischer, 2011). Recidivism was defined as any inmate who upon release was arrested and returned to Arizona Department of Corrections (ADC) custody with a felony (Fischer, 2011). According to the results of the study, as time passes since release, recidivism rates increase, albeit at a slower rate. The chart below shows the recidivism rate over time of Arizona inmates.

Arizona Inmate Recidivism Rate in Months

Time After Release in Months	6	12	18	24	30	36	42	48	54	60	66	72
Recidivism Percentage	7.3	14.1	19.6	24.0	27.5	30.3	32.7	34.7	36.4	37.8	39.1	40.2

Source: (Fischer, 2011)

The recidivism rate tops out at 59.2% after 360 months (Fischer, 2011). The top risk factors for recidivism are: prior felony convictions/delinquency adjudications, prior ADC sentences/commitments, prior history of felony violence, offense committed while released from confinement, repetitive offender status, admission category, gang affiliation status, and age at release (Fischer, 2011). By providing an empowering environment, housing, a place to belong,

and job training many of these risk factors may be addressed therefore reducing the likelihood to reoffend.

### **Reentry Efforts**

Thirty years ago, Arizona Correctional Industries (ACI) was created to help rehabilitate prisoners (Arizona Correctional Industries, 2018). Today it is a self-funded business within the Arizona Department of Corrections that provides paid jobs for 2000 inmates. The business makes furniture, steel products (bike racks, grills, name plates), and offers a printing service. The profits made from the products offset their room and board, child support, and savings for the inmates upon their release (Arizona Correctional Industries, 2018). Inmates gain marketable skills for future employment. According to the Arizona Prosecuting Attorney Advisory Council Report, ACI was the most effective rehabilitative effort in Arizona with a 31.6% reduction in recidivism rates among inmates who participated when compared to the general prison population (Fischer, 2010). Inmates must be put on a waitlist to enter the program and be working on a GED (Arizona Correctional Industries, 2018).

Arizona State University studied the impact of ACI and found that ACI contributed \$182 million into the state economy in 2017, added 1,977 private sector jobs, and added millions more in state tax revenue (Arizona Correctional Industries, 2018). While this program has great successes, and deserves attention as a legitimate rehabilitation strategy, it still requires that the participant reside in prison. Much damage can be done while in prison, potentially exposing inmates to trauma.

For fiscal year 2018, there have been 2029 incidents of assault between inmates reported by the Arizona Department of Corrections (2018c). In addition, there have been 642 incidents of self-harm reported including cutting, overdose, blunt force, hanging, and fire (Arizona

Department of Corrections, 2018c) Five inmates have committed suicide, and eight have been murdered (Arizona Department of Corrections, 2018c).

The Delancey model can serve as an alternative to incarceration. Over 1800 people have graduated from Delancey going on to hold jobs (Delancey Foundation, n.d.a). The model utilizes social entrepreneurship, probably saving state budgets millions. With over 40 years of success, the Delancey model deserves thorough consideration.

### **The Empirical Evidence: Why the Delancey Model Works**

“In the need to help someone else, all your strengths will emerge.” - Mimi Silbert

#### **Creating Givers Out of Takers**

Wharton business school professor Adam Grant (2013) noticed three distinct interpersonal interaction styles in the professional world: givers, takers, and matchers. A giver is someone who freely gives information or helps without expecting anything in return. A taker is self-centered and views interactions with others from a place of self-interest only. A matcher gives as much as they receive and views the process as a transaction of equal parts give and take.

Grant found that several business outcomes are related to being a giver, taker, or matcher. Givers are better at building their professional networks through collaboration and benefit from sustained motivation. Givers also happen to make up the highest income and lowest income earners, with takers and matchers in the middle (Grant, 2013). Grant reasons this is because self-sacrificing givers may burn out. However, givers who have found a way to give without burn out are likely to be the top income earners. Over 1500 adult working professionals were given an online survey with 15 scenarios to measure their interaction style (Utz et al., 2014). The study found that being a giver, taker, or matcher was predictive of behavior. Being a giver is correlated with prosocial behavior, defined as helping others in need (Utz et al., 2014).



Cooperation and prosocial behavior are qualities that all communities can benefit from, so the natural question arises, can a taker be transformed into a giver? Grant states that takers can become givers when their taking becomes publicly visible, or when they become attached to an organization or group of people (Grant, 2015). Grant also comments that when the context changes, converted givers may turn back into takers once again. Can sustainable givers be created through an empowering rehabilitative approach? I suggest through a Delancey style model residents can give publicly through peer mentorship and become attached to the organization through the positive relationships built. I recommend rehabilitation centers intentionally alter the context of giving, having residents do community outreach and volunteerism, to increase the likelihood their giving will endure in changing environments.

What makes the Delancey Foundation different is that Mimi Silbert rejects the concept that the bottom two percent have nothing to give. Halamandaris interviewed Mimi Silbert for his book, *The Heart of America*. Silbert said that the bottom two percent are mostly on the receiving end (Halamandaris, 2004). They receive services, welfare, therapy and so on. With all that they receive and minimal if any giving, they become what Grant refers to as takers (2013). Grant (2013) goes on to say that takers tend to view the world as “dog eat dog” where if they do not look out for themselves no one will. What Grant does not address is why some people become takers in the first place.

Self-interest may be the byproduct of a survival tactic as result of a deprived environment. The average Delancey resident is the second generation of a gang member, felon, and substance abuser (Delancey Foundation, n.d.a). Over 95% of Delancey residents have been victims of physical, emotional and/or sexual abuse (Delancey Foundation, n.d.a). In the case of the bottom two percent, they often take lives, money, property, services, and assistance

(Halamandaris, 2004). Therefore, becoming takers may be the natural consequence to dismal surroundings. It is natural to assume that those with a troubled past may have nothing to give. Mimi Silbert concluded this was exactly the problem in societal attempts to help this population.

It's those of us who are givers who get to feel terrific about ourselves. So it became clear to me, if I really was going to do something, it meant setting up an environment in which everybody is a giver and everybody is a doer, as well as a receiver and a learner.

(Halamandaris, 2004, p. 2)

Silbert did exactly that. Each resident is put to work in her 500-resident facility in San Francisco (Deutschman, 2007). If they can read at a third-grade level, they learn from someone who reads at a higher level while mentoring someone who may not read at all. This system means everyone gets to experience what it means to be a giver and a receiver. As each resident learns more and builds skills, they then work at one of the Delancey businesses (Deutschman, 2007). The more they learn, the more responsibility they are given, the more responsibility, the more autonomy they have at Delancey. Autonomy, or the perception of internal causality, and competence are needed for intrinsic motivation to develop (Brown & Ryan, 2015).

**Motivation to change.** Intrinsic motivation, or the internal desire to pursue an activity, is best understood in terms of self-determination where one is autonomously willing to do a self-endorsed behavior (Ryan, Huta, & Deci, 2008). The regulation of behavior greatly depends on the quality of motivation. The evolution from external motivation to intrinsic motivation for positive behavior is the goal of rehabilitation. It is easier to sustain behavior with internal motivation (Brown & Ryan, 2015). I believe the process of becoming a giver accomplishes this goal as it transforms behavior regulation.

Behavior regulation has many levels that slowly lead to intrinsic motivation (Brown & Ryan, 2015). Residents may join Delancey initially for completely external reasons like avoiding a prison sentence. They may become immersed in a giving culture and try to attain approval from their peers or avoid guilt which becomes the reason to regulate their behavior. This form of regulation is referred to as introjected regulation (Brown & Ryan, 2015). The longer they are immersed in the giving culture and shown what is possible by successful peers, they may begin to value being a giver and see how it is helpful. This would be a sign they have moved into identity regulation or regulating their behavior because they value the behavior (Brown & Ryan, 2015). The next natural progression in regulation is integrated regulation where the behavior is aligned with other goals or values. For example, a Delancey resident might value being able to contribute and when given the opportunity to do so through working and earning money that supports the center in which they live, they may value the work and therefore regulate their behavior.

Finally, intrinsic motivation may be formed when residents of a rehabilitative center value the behavior on a deeper level, internalize it, and do it because they want to, no longer for fear of external punishments, judgment by others, or abstract values. I recommend rehabilitation centers utilize a peer mentorship model so that giving may stimulate intrinsic motivation, mainly because giving feels good and once experienced, may be sought for its own sake.

**Self-efficacy.** Autonomy and competence are foundational for intrinsic motivation to develop (Brown & Ryan, 2015). Competence depends greatly on self-efficacy or the belief in one's ability or skills to make desired changes (Maddux, 2011). The ability to observe the self, reflect, and understand cause and effect assist in the development of self-efficacy. Self-efficacy is influenced by imagining how to obtain desired outcomes, the confidence others have in one's

ability, and emotional association from past experiences (Maddux, 2011). This may be one of the reasons peer mentorship has worked so well in the Delancey model. In watching a peer achieve desired outcomes, the horizon of what is possible expands as one experiences what is referred to in the literature as vicarious mastery (Bandura, Adams, & Beyer, 1977). Plus, in the peer mentorship model, there is someone there assisting in self-reflection while navigating the release of past experiences of failure. However, having personal experiences where mastery is gained results in more perceived self-efficacy than vicarious experiences alone (Bandura et al., 1977). Therefore, each small success in behavior change may develop the self-efficacy for future behavior change. An empowering approach is ideal for the development of self-efficacy.

It is also interesting to note there are negative outcomes associated with receiving help which further supports the use of empowerment in rehabilitation. In a research study using couples all facing the same stressor, the costs of receiving help were identified as lower self-esteem, a focus on the problem, lower self-efficacy, and feeling in debt to someone (Bolger, 2000). Many social services are provided to help those in need and yet may be reducing the self-efficacy needed to face future stressors.

Thus, I believe an empowering approach that uses self-mastery experiences is foundational to successful rehabilitation. The peer mentorship model is Delancey's way of empowering residents and creating givers out of takers. I theorize giving is the mechanism in the Delancey model that generates the opportunity for increases in self-efficacy through self-mastery experiences that ultimately produces behavior change.

Rather than solely be given more services, Delancey residents are also taught they have something to give, and this is what I believe builds their PERMA and ultimately their ability to thrive. For each dimension of PERMA I will review the positive psychology research, how it

manifests at Delancey, how giving acts as an intervention for enhancement, and offer recommendations for implementation.

### **Positive Emotions**

**The research.** Positive emotions are valuable beyond making people feel good. Positive emotions also broaden the mind (Fredrickson, 2013). In one study, video clips were used to induce positive, neutral, or negative emotions. After the clip, participants were asked to select which two figures were most similar from three options. Each had a local details option to choose from or a more global big picture option. Those who experienced positive emotions were able to identify the global similarities suggesting a broader scope of attention (Fredrickson, 2013). The broad thinking effect seems to be temporary. However, this effect is associated with an increased sense of oneness with others, big picture thinking, and greater mental flexibility (Fredrickson, 2009). Positive emotions are also associated with success measures. In a meta-analysis of almost 300 studies on 275,000 people, the frequent experience of positive emotions were shown to be connected to many measures of success, including salary, health, and lasting marriages (Lyubomirsky, King, & Diener, 2005).

There are ten major positive emotions that most people seem to experience on a day-to-day basis: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, and love (Fredrickson, 2009). A study was conducted looking at the physiological impact of emotions (Fredrickson, Mancuso, Branigan, & Tugade, 2000). Study participants were told they would need to give a speech. This caused measurable symptoms that the sympathetic nervous system was activated (sweaty palms and an increase in heart rate and blood pressure). Participants were then told they did not have to give a speech and were given a video clip to watch that was intended to evoke either positive, neutral or negative emotions. The researchers found positive

emotions help the nervous system reset to a neutral state more quickly than neutral or negative emotion after experiencing a stressor (Fredrickson et al., 2000). This suggests that positive emotions may be a player in building resilience in hard times, enabling a bounce back effect to occur more quickly. When applied to the convict population, positive emotions may be extremely helpful in building resilience to adverse situations. “[Positivity] transforms you for the better...you become stronger, wiser, more resilient, and more socially integrated. Positivity spells growth. It sets you on a trajectory toward becoming a better person” (Fredrickson, 2009, p. 226).

Research also suggests that experiencing positive emotions while performing a desired behavior increases the likelihood of repeating that behavior (Van Cappellen, Rice, Catalino & Fredrickson, 2017). The reasoning for this is, if positive emotions are associated with a behavior, a person is more likely to spontaneously think about that behavior therefore increasing the likelihood the behavior will be repeated. (Van Cappellen et al., 2017). While this research was conducted primarily in the realm of health behaviors, the same concept may apply to other behavior changes such as kindness toward others through giving. Therefore, positive emotions may reinforce desired behavior change.

**Positive emotion at Delancey.** In a residential setting like Delancey, positive emotions experienced may increase the likelihood that residents will graduate. The residents I met expressed pride about their ability to help a peer. It may be that experiencing what it is like to be a giver helped them to experience the positive emotion needed to predict a future behavior in giving.

‘I love you’ is something I heard several times while at Delancey. This was most often spoken between graduates of Delancey, as though they were talking to a brother or sister. “We

are like family here,” is also something that was said by several residents I interviewed. This clear expression of positive emotion took me by surprise. While working in a residential treatment facility for juveniles, these were phrases I never heard spoken.

In several of my interviews, residents expressed other positive emotions like hope for the future, pride in being part of Delancey, and gratitude for the opportunity to make a change. Delancey also incorporates the humanities in the form of art, films, and plays. While the intention to include the humanities in the Delancey model may have been more about cultural assimilation than increasing positive emotion, the humanities have a unique way of addressing the eudaimonic value of life. “The subject matter of the humanities often explores the understanding and cultivation of those factors that make life worth living, and this points to the eudaimonic value of the humanities, their value for living life well.” (Tay, Pawelski & Keith, 2017, p.208). The benefits of positive emotions, namely in the form of increased well-being, open-mindedness, and improved resilience to adversity, could be helpful to behavior change.

**Giving as an intervention.** The peer-to-peer model at Delancey uses the concept of giving as the catalyst for positive emotions to form. As residents learn and give through mentorship, the opportunity to increase hope, pride, joy, and love, among other emotions, opens the door to lasting rehabilitation. The positive emotions they experience build resilience which will be beneficial as they face the enviable hardships with re-entry into society.

**Recommendations.** I recommend intentionally building positive emotion into the rehabilitation design. The humanities in the form of music, film, theatre, and art are a potential way to accomplish this. It is not just the experience of positive emotions through giving that is beneficial. I recommend that rehabilitative programs intentionally help members learn the value

of positive emotions, what leads to positive emotions, and how to increase them intentionally. This can become a life skill that they can use the rest of their lives.

## **Engagement**

**The research.** Seligman describes engagement as an outcome of flow (Peterson, 2006). Flow is the psychological state that occurs when one is working at full capacity in a highly engaging activity in the pursuit of a realistic goal (Csikszentmihalyi, 1990). More specifically, flow occurs when skill and challenge levels are optimally balanced and is common among experienced musicians, athletes, and friends engaged in good conversation. Flow states are enjoyable, and frequent flow states are correlated with well-being: the more experiences of flow, the more well-being reported (Csikszentmihalyi, 1990).

Flow is also described as an intense state of mental focus where order is brought to the inner state of the mind (Csikszentmihalyi, 1990). A flow state is like a meditative state. A great way to set the stage for flow is to continuously align the challenge level with the skill level. As skills grow, the challenge can be adjusted to maintain engagement based on individual needs. Clearly defined goals, measurable outcomes to compare to those goals, and time to concentrate are all aspects that support flow and can be built into a learning environment. A key aspect, however, to the occurrence of flow is there must be room for improvement as knowledge and ability increase (Csikszentmihalyi, 1990).

When applied to a rehabilitative setting, it will be helpful to intentionally create the conditions for flow in an effort to improve well-being. Outdoor sports like rock climbing, backpacking, and rafting may present a fantastic way to present challenge, build skills, and create flow while also exposing participants to the benefits of nature.



Time spent in nature seems to be a great way to increase well-being. In two studies of undergraduates, connection to nature was related to an increase in well-being and mindfulness (Howell, Dopko, Passmore, & Buro, 2011). While mindfulness may not be the same as flow, what they have in common is they are both a focused mental state, where engagement in the present is possible. This type of mental focus can be very valuable among the convict population where a focus on the day's activities may keep them from falling back into old habits that did not serve them.

Character strengths are another avenue to engagement worth considering. Character strengths are connected to one's values and beliefs (Peterson & Seligman, 2004). Character strengths became a research topic of interest to understand how they might be related to potential (Peterson, 2006). This led to the development of 24 character strengths. Character strengths are used to describe an action, desire, or emotion that leads to human thriving (Peterson & Seligman, 2004). Creativity, perseverance, social intelligence, leadership, self-regulation, and hope are just a few of the character strengths identified to be associated with increased well-being (Niemiec, 2017).

A job that leans on the use of character strengths is more enjoyable and leads to more engagement and high morale (Peterson, 2006). Awareness of character strengths may help to align a rehabilitative center resident with job training that is most likely to produce engagement. For example, if a resident was high in love of learning, giving them a job assignment that is always requiring new learning may keep their interest. If a resident is high in perspective, having a job assignment of planning out projects may be advantageous. Particularly, if skills are lacking, character strengths may be a great way to teach the resident they do have strengths that are useful

and can be applied. A free validated survey to assess character strengths is available (VIA Institute on Character, n.d.).

Some scientists propose that character strengths are valued differently depending on the cultural context. Behaviors associated with strengths may also vary depending on culture (Pedrotti, Edwards, & Lopez, 2011). For example, there are cultural differences when it comes to values and self-identity. In Caucasian westernized cultures, values of independence, autonomy, and protection of one's own rights are emphasized (Pedrotti et al., 2011). Yet, in African, Asian, and Latin cultures, one's place in the greater context of family and society is a focus (Yanez, 2006). Therefore, how various character strengths are valued, like leadership or humility, will vary between cultures. This is an important distinction to recognize in working with the convicted population as they tend to disproportionately be composed of minority groups. For example, African Americans make up 14.2% of the inmates in Arizona state prisons (Arizona Department of Corrections, 2018a), but only 5% of the state's population (United States Census Bureau, n.d.).

A strength-based approach can be applied in job training assignments with the convicted population to promote engagement. Awareness of one's character strengths may be useful in challenging negative self-perceptions as well. Additional information is available on how to apply character strengths (VIA Institute on Character, n.d.).

**Engagement at Delancey.** A current resident running the Delancey café said, if a resident is placed in a job and struggles abnormally to developing the skills needed for the job, they are reassigned. The point is not to make them frustrated by learning new skills. The point is to keep them so focused on the new skills they are learning, that there is no time to think about drugs or alcohol and going back to old ways of living. If skills outweigh a challenge then

boredom results (Csikszentmihalyi, 1990). If the challenge outweighs the skills, anxiety can form. In a flow state, the skills and challenge are aligned to mandate focus and attention while maintaining engagement (Csikszentmihalyi, 1990). While the learning curve may result in some anxiety, the goal at Delancey is to create a focused mind.

As residents gain confidence in a skill, they are asked to mentor a newer resident on the job. A Delancey resident described the development of skills in teamwork, leadership, perseverance, and forgiveness through the mentorship experience. In mentoring his peers, he developed his character strengths. The peer-to-peer mentorship model seems to develop character strengths that one can call upon to use later in life.

After two years Delancey residents have the option to leave, but most request to stay to learn more and gain more skills. Delancey residents are assigned many jobs during their stay. Continuously learning new skills helps to maintain interest and room for improvement, while broadening their options for future employment.

**Giving as an intervention.** Being at Delancey, for many residents, is the first time they have had the opportunity to give back. As residents build skills, they are asked to mentor newer residents. Through the mentorship experience, character strengths such as teamwork, leadership, perseverance, and forgiveness can be developed.

**Recommendations.** I recommend using the character strengths assessment with this population to increase individual awareness of strengths. I also recommend assigning job training based on character strengths. I recommend intentionally altering the challenge level as skills increase to maintain engagement within job training. Finally, I recommend intentionally creating the conditions for flow with wilderness immersion and/or the humanities.

## **Relationships**

**The research.** In a longitudinal study out of Harvard, 824 men and women were studied for 30 years to uncover what leads to well-being in old age (Vaillant, 2008). Not surprisingly, smoking, drinking, and lack of exercise hinder health and well-being. Surprisingly, having close relationships, being married for over ten years, having children, coping style, warm parental relationships, and overall affect predicts higher income, prestige, and better health (Vaillant, 2008).

Humans depend on belonging to a group for well-being (Smith, 2017). Yet, one third of Americans 45 years or older say they are lonely (Smith, 2017). I suspect this may be because American culture is based on individualism while belonging is found in social ties to others. Americans are experiencing less belonging to cultural traditions, religious groups, and families; finding unique ways of self-expression (Smith, 2017). Yet, belonging is a basic need. In fact, so basic is the need for contact with others that 23 children died in a study done in 1945 where human contact was restricted for orphaned children (Smith, 2017). Since then research has discovered that chronic loneliness negatively impacts the immune system and leads to premature death (Smith, 2017). In a meta-analysis of 148 studies of over 308,000 lives, the mortality risk was found to be greater with loneliness than smoking 15 cigarettes a day (Holt-Lunstad, Smith & Layton, 2010).

The hive hypothesis suggests the highest level of well-being is reached as a social organism when the sense of self is reduced and connection with the group is enhanced (Haidt, Seder, & Kesebir, 2008). This hypothesis originated in a historical review of several cultures where experiences of well-being were described in group activities (Haidt et al., 2008). What this research has taught us is humans need more than food and shelter to live; they need others.

Certain conditions are needed for belonging to occur. One, mutual care is foundational to relationships of belonging, or the sense that you matter to them and they matter to you. Two, there are frequent pleasant interactions between the people in a mutually caring relationship (Smith, 2017). Pleasant interactions are described by Jane Dutton (2003) as high-quality connections (HQC). HQCs are characterized by small interactions between individuals that are energizing, uplifting, and engaging (Dutton, 2003). HQCs are energizing through mutual awareness, active engagement, positive regard, and trust (Stephens, Heaphy, & Dutton, 2011).

Trust is formed when people have consistent behavior, and show signs of reliability, integrity, and benevolence (Dutton, 2003). Trust is developed, often in many small gestures that build over time (Lewicki & Bunker, 1995). Brené Brown (n.d.), research professor at the University of Houston, describes trust as a jar of marbles. With each small positive interaction of integrity, reliability, and mutual regard, a marble is earned. Trust is when the jar is full of marbles. Dutton (2003) proposes that self-disclosure of vulnerability builds trust.

Convicts need more than an apartment and a job to thrive. Like the rest of us, they need mutual care. They need to belong. To avoid returning to prison, they need to belong to a positive group, otherwise they will find any group for belonging, which may be the very group that got them into prison in the first place.

**Relationships at Delancey.** Several residents of Delancey described a longing to belong that lead them to the “wrong” crowd, seeking acceptance through criminal activity. Delancey functions as a positive family in many ways. Everyone does their share around the house to cook, clean, or make money to support the home. When they have disagreements, they are taught to work it out with honesty and authenticity. Residents seem to take pride in their contribution to the “family”. They understand that what they contribute helps to keep the place open. As a

family they create a place to belong. They gather as a group for meals and share stories, review books, and even put on informal plays for each other. I witnessed a play and was overjoyed to look around the room and see residents laughing and sharing a positive moment together, just as a family would do. They create positive social networks post-graduation, like an alumni association. Upon moving out, many Delancey graduates create a support network by living together. They also have group gatherings with residents and graduates, similar to a family reunion.

**Giving as an intervention.** The peer mentorship model creates the conditions for positive relationships to form. However, it may not be the receiving of mentorship that is likely to provide the best outcomes, but the giving of mentorship. This is because research has found there are costs to receiving social support (Bolger, 2000). Delancey mitigates these costs by providing an environment where no one solely receives. Everyone gives as well. Prosocial behavior is associated with more happiness than being the benefactor of prosocial behavior (Aknin, Dunn, Whillans, Grant, & Norton, 2013). Greater happiness in giving may be just the foundation needed to create the pleasant interactions for healthy trusting relationships to form at Delancey.

**Recommendations.** I recommend that rehabilitative centers for convicts provide opportunities for members to give to each other to increase well-being, create positive relationships, and mitigate the risks of receiving help. To build trust, belonging, and positive relationships in a rehabilitative setting, I recommend creating opportunities for self-disclosure of vulnerability.

**Meaning**

**The research.** Meaning is a way for humans to explain the circumstances of life and add stability to an ever changing environment (Baumeister & Vohs, 2002). The stories created to describe one's life events are referred to as narrative identity (Smith, 2017). In research reviewing the narrative identity of hundreds of people, it was discovered that there are two types of meaning makers when it comes to evaluation of one's life story; those who tell redemption stories and those who tell contamination stories. (McAdams & McLean, 2013).

In contamination stories, life events turn what was once considered a "good" life into a "bad" life. People who explain their lives through contamination stories tend to be more depressed and anxious than those who tell redemptive stories (McAdams & McLean, 2013). In redemptive stories, negative events are understood to have meaning through a positive result. A redemptive story creates the opportunity for a positive self-identity where negative actions or events are redeemed by more positive outcomes (McAdams & McLean, 2013).

Some of the largest benefits to meaning making is when a past negative event is reappraised (Baumeister & Vohs, 2002). Reappraisal opens the door of opportunity to rewrite one's life narrative and develop a positive identity. In fact, research suggests that this "rewriting" of the narrative identity improves mental health as effectively as antidepressants or cognitive behavioral therapy (McAdams & McLean, 2013).

The benefits of a positive narrative identity go beyond just feeling better about the self. In a study on prosocial behavior, participants were asked to either write about a time someone did something nice for them or when they did something nice for others (Grant & Dutton, 2012). Those who wrote about when they were the giver of something nice, made 30% more calls to solicit donations than those who wrote about when they were the receiver of something nice

(Grant & Dutton, 2012). Therefore, meaning attached to life stories and events may impact behavior and lead to a more purposeful life.

**Meaning at Delancey.** I am not aware of any formal attempts at Delancey to encourage the rewriting of identity narrative. However, residents can turn their personal narratives into redemptive stories through the chance to be peer mentors and community contributors. Residents described their redemptive stories to me. One woman shared her path toward meth and becoming a meth dealer. She also described the process of learning to look beyond herself at Delancey and her desire to now give back to Delancey through the peer-to-peer mentorship process. Her story ends with reuniting with her daughter and being an effective mentor to others she sees trying to crawl out of the hole that is the bottom two percent.

One man told me he had committed just about every crime in the book. In prison he fully believed this was who he was and there was no hope for changing himself despite a desire to be different. At Delancey he met fellow hardened criminals who had straightened up, and he realized his life story could be rewritten. He now interviews potential new residents for Delancey and feels great about his ability to help others. Their redemptive stories demonstrate how they became the givers, the helpers, and the people who live knowing they have a purpose that matters.

**Giving as an intervention.** Residents smiled as they told me stories of their personal transformation and how they helped another resident at Delancey. One man told me that when he was ready to graduate he then served another year at Delancey to give back because it was the right thing to do. It was clear many residents I spoke with found meaning in their ability to give to another because it allowed them to make sense of the hard lives they had led up to this point. It was because of that past that they are now able to help another who is struggling to make a



change. It gave their hardships meaning as they draw upon their experiences to help each other move on. A third year Delancey resident told me, “I mentor a whole group of guys. I have to make sure I keep myself straight so that I can be there for them.”

**Recommendations.** In a rehabilitation setting, giving can act as an intervention for redemption and ultimately the catalyst for purpose beyond the self. I recommend that rehabilitation centers provide opportunities for residents to tell their stories in group settings to further connect with their altered narrative, allowing them to make meaning of their troubled pasts. I suggest creating written and spoken opportunities to amend their narratives to form positive self-identities, improve mental health, and increase the probability of future positive behavior.

### **Achievement**

**The research.** It used to be a prevailing belief that IQ was a predictor of achievement (Duckworth, 2016). Angela Duckworth studied cadets at the West Point Military Academy. West Point admits only the best of the best. The cadets must have superior SAT or ACT scores, surpass a fitness assessment, and acquire a nomination from a member of congress or vice president of the United States to demonstrate talent. Yet, one out of every five cadets drop out (Duckworth, 2016).

Duckworth discovered that a combination of passion and perseverance for long term goals, which she called grit, predicted who finished training with much more accuracy than traditional measures of talent. The grit scores showed no correlation to the SAT and fitness scores, uncovering that achievement may have less to do with talent than grit (Duckworth, 2016). This discovery is good news for the bottom two percent of the world. Achievement is not limited to their inborn talent, but malleable through the development of grit.

Grit is correlated with self-control (Duckworth et al., 2007), which makes the development of grit an important aspect for any rehabilitative efforts of convicts. Through interviews of some of the world's top achievers, Duckworth has found four main pillars to the develop of grit: interest, practice, purpose, and hope (Duckworth, 2016).

***Interest.*** Interest is formed when there is an intrinsic enjoyment in an activity (Duckworth, 2016). A meta-analysis of 60 studies concluded that performance improves when the job is aligned with interests (Nye, Su, Rounds, & Drasgow, 2012). With improved performance, there may be an increase in mastery, leading to an increase in self-efficacy and ultimately to increased success. In interviews with several paragons of success and achievement, Duckworth (2016), found that finding one's interest was rarely an awakening moment, but rather the result of exploring many different interests until eventually one occupied all their mental capacity. Therefore, when providing job skills training to the convicted, providing several areas of marketable skills may be valuable in the development of interest and eventual achievement.

***Practice.*** It is not simply the number of hours that are put in that dictates someone's success (Duckworth, 2016). Through interviews with paragons of success, Duckworth (2016), found practice combined with a desire for continuous improvement leads to high levels of success. In a study of elite performers, 10,000 hours of practice over ten years was what it took for most to reach world-class status (Ericsson, Krampe, & Tesch-Römer, 1993). While world-class status is not the goal with the convict population, 10,000 hours of practice may lead to lasting behavior change.

In the Delancey model, the average resident stays for four years. Residents are however, expected to practice their new learned behaviors of respect and trust-worthiness 24-hours a day, seven days a week. Assuming they are awake for 15 hours a day, that provides well over the

10,000 hours of practice needed for improvement. Therefore, a center requiring at least a two-year commitment may set the residents up for long-lasting change.

**Purpose.** Duckworth defines purpose as the resolve to contribute to the well-being of others (Duckworth, 2016). Purpose is an important stepping stone to grit because, “What ripens passion is the conviction that your work matters.” (Duckworth, 2016, p. 91). However, Duckworth (2016), notes that often purpose comes after one discovers how a self-orientated interest could help others. Based on the interviews of high achievers, the progression usually goes; interest leads to practice, which leads to purpose (Bloom & Sosniak, 1985). A similar progression was described at Delancey where they became interested in skills they were taught, practiced them over many hours, and through the mentorship model, taught them to another, closing the loop on how their interest could benefit another.

**Hope.** Duckworth (2016) lists hope as a major common factor to developing grit. According to Hope Theory, hope rests on having clearly defined goals, multiple identified routes to those goals, and action focused thinking to sustain the motivation to pursue the goals (Magyar-Moe & Lopez, 2004).

[Hope] defines every stage. From the very beginning to the very end, it is inestimably important to learn to keep going even when things are difficult, even when we have doubts. At various points, in big ways and small, we get knocked down. If we stay down, grit loses. If we get up, grit prevails. (Duckworth, 2016, p. 92)

Hope theory was applied to the therapeutic setting. To aid in the process of identifying clear goals, it is recommended to break down goals into smaller steps (Magyar-Moe & Lopez, 2004). It is also recommended to identify possible obstacles in the process of creating many

pathways toward a goal. Another recommendation for the application of hope theory is to help people see obstacles as challenges (Magyar-Moe & Lopez, 2004).

**Achievement at Delancey.** There is no shortage of practice at Delancey. When they first arrive, residents have a very strict schedule that is not unlike West Point (Duckworth, 2016), where residents are busy from the moment they wake up to the moment they go to bed. The stated intention from Delancey is to prevent idle minds from ruminating on counterproductive thoughts and old habits. This busyness also gives the residents the time to learn skills that will make them employable outside of Delancey.

Residents told me stories of how little they knew about how to function in the world. They couldn't balance a checkbook or run a cash register. They didn't know how to run a café or develop great customer relationships. All of this and more they learn at Delancey.

At Delancey job assignments change to ensure residents leave with a minimum of three marketable skills. This model opens the possibilities that residents will discover a deep interest in at least one of their learned skills. The graduates I spoke with confirmed this as they talked about their job assignments with passion. Senior Delancey resident said, "I love being in charge of the finance department. Plus, with my experience with counterfeit money, I can tell when something is fake a mile away."

With practice they take another step in the right direction toward building the grit they need to be successful. During an interview with a reporter, Delancey resident and ex-heroin addict, Gerald Miller said:

The more I learned, the more I realized how little I knew. After you're here for 15 or 16 months, you wake up one day and realize you're out of your mind if you don't straighten up, because you'll spend the rest of your life in jail. (Flatow, 1997, p. 3)

Many of the Delancey residents told me their initial purpose for going to Delancey was to “beat” a long prison sentence. Each resident I spoke with described a shift in purpose when they realized the work they did at Delancey was not just idle work. The work they did directly paid for the roof over their heads and the food on their plates. When they did not perform as well at the restaurant, they had to alter the grocery list for the residents. When they did well, they occasionally got steak. Around the same time, they described feeling purpose in their job to mentor other less tenured residents. The peer-to-peer model enabled them to see how they can make a difference in someone else’s life. They described a sense of responsibility and purpose in knowing what they were doing mattered.

I believe this is the most beneficial aspect of peer mentorship. Many residents described that what kept them from giving up, was the thought that if a peer can do it, so could they. Residents told me they were often mentored by ex-convicts whose reputations preceded them. To see big-time criminals turn their lives around inspires hope that change is possible.

**Giving as an intervention.** In my observations during my visit at Delancey, the longer the stay at Delancey, the more responsibility given and the more opportunities for achievement. Yet achievement is not presented as a goal just for the sake of achievement. Everything each resident achieves directly impacts the other residents. Their personal achievements enable them to be better mentors. Their work achievements make more money for the Delancey family allowing them to enjoy extra spending cash that week. Each act of achievement is attached to an act of giving. Residents achieve new skills and then teach those skills to another. Residents support their Delancey family financially as they work to build successful businesses.

**Recommendations.** I recommend that rehabilitative centers include multiple avenues for residents to explore interests, practice skills, and learn to value the purpose of their efforts. To

sustain hope, I recommend convicts be guided to identify their goals and break down their goals into smaller short-term steps. I also recommend having participants brainstorm potential obstacles and possible ways to overcome them to create many avenues for achievement of the goals. In addition, I recommend convicts can be taught to reframe their obstacles as challenges to overcome maintaining the desire to take action. Finally, I recommend peer mentors be trained to aid in this process to sustain hope for achievement.

### **Summary of the Supporting Evidence**

The Delancey Foundation is an example of an empowering environment used to enact behavior change. The principles of positive psychology, validated by extensive empirical research, explain, at least in part, why the Delancey model works so well. It is inspiring to see how development of giving with peer mentoring can boost PERMA in even the toughest criminals and addicts. The aspects of PERMA are powerful and possibly contribute to the success of the over 1800 graduates of the Delancey Foundation (Delancey Foundation, n.d.a). Delancey shows us that a positive environment can create hope, self-efficacy, pride, purpose, and love among the bottom two percent of society. A positive environment can build upon strengths, foster trusting relationships of belonging, create purpose, and develop grit.

If I had to pick one aspect of the Delancey model I believe to be of the most profound impact, it is peer-to-peer mentorship. Peer mentorship is an empowering approach that has the ability to invoke hope through vicarious mastery and increase personal mastery through mentoring. Peer mentorship creates the opportunity for giving to act as an intervention to increase each PERMA dimension.

### **Application Plan**

I am creating an evidence-based residential education center for the convicted with co-founder Jessica Laessig in Flagstaff, Arizona. The center is called Base Camp. I aim to build upon the empirically supported aspects of the Delancey model with positive psychology research while adjusting the model to fit the needs and culture of the local area. The empirical evidence suggests that peer mentorship is foundational to the outcomes of the Delaney program and is an aspect of the model I intend to maintain. I also aim to maintain the development of businesses run by the residents to offset the costs of the center and create the opportunity for job training, with the goal of creating a self-sustaining center not dependent on tax dollars. It is my intention that the center serve as an alternative sentencing option, a reentry option post incarceration, and a residential option to provide the housing needed while skills and work experience are gained. I aim to incorporate wilderness immersion as part of the programing due to the research that supports nature as a method for increasing well-being. I plan to use the PERMA model as a measurement to tailor services to meet resident needs and assess increases in each dimension. It is my intention to run the facility through a non-profit organization that will be funded in part if not completely by social entrepreneurship.

### **Funding**

Delancey is funded by private donors, grants, and profits from their businesses. They do not depend on tax dollars according to the 990 they have on file for 2016 with the IRS (Delancey Foundation, 2016). Delancey started with a moving company and slowly grew to operating several businesses they call “training schools” which provide about two million annually to offset costs. While this model has worked well for Delancey for many years, donors may be needed for the start-up funds for the Flagstaff center. It will be important to hold steadfast to the

foundational aspects of the model for success and not alter the model to meet ulterior motives of potential investors. However, a partnership may be an option for implementation in Arizona as long as the components of what make the model so successful are preserved.

It is my intention to develop businesses for the residents to work in to offset the costs of the center. However, the primary goal of the businesses would be to act as training schools, which means if a business is not particularly profitable but provides much needed training, it would be maintained over another more profitable business that is not in the best interest of the residents. Therefore, donations and grants may be required.

### **Location**

Securing a location is something that was a struggle for Delancey for each replication (Delancey Foundation, n.d.b). Mimi Silbert choose to place many of her facilities in neighborhoods with high property values. The San Francisco facility rests on waterfront property with a great view of the bay. In each situation, neighbors would show concern and even protest a Delancey facility. One way that Silbert addressed this problem was to have the Delaney residents provide public services for the neighborhood. They would pick up trash, patrol the neighborhood at night, and even give free workshops to local businesses on break-in risks. In one situation, they found crime in the neighborhood decreased by 30% (Delancey Foundation, n.d.b). The Flagstaff center will also offer community outreach to address potential resistance from neighbors of the chosen location.

Delancey utilizes very beautiful properties for their centers. Delancey resident, Erika, told me the San Francisco property also serves as income generation by hosting weddings and events. When selecting a property in Arizona, this is an option to consider since Northern Arizona is a destination for weddings. No properties have been selected for a center in Arizona at this time.



**Eligibility**

The only requirements that Delancey has for entry into their center is the ability to work, a two-year commitment, and a strong desire to change as determined by the interview process (Delancey Foundation, n.d.c). Delancey does not provide professional counseling and therefore does not accept sex offenders or anyone who requires psychiatric medication. Mental and physical disabilities may prevent entry as well if they are severe enough to hinder the ability to work in a fast-paced setting (Delancey Foundation, n.d.c). The same eligibility requirements would exist for the Flagstaff center for the same reasons. However, reasonable accommodations will be made for persons with disabilities not requiring specialized staff. The Flagstaff center will not be a clinical model with a full-time psychiatrist providing mental health services, but weekly peer run group therapy with a licensed therapist present may be offered.

85% of the Delancey residents are referred by probation, parole, or judicial diversion sentencing (Delancey Foundation, n.d.c). The Flagstaff center would function as an alternative sentencing option for diversion as well as a reentry option with probation and parole also requiring a two-year commitment. The Flagstaff center would assume responsibility for notifying agencies when court-referred residents leave the center under conditions that violate the terms of their parole/probation.

Delancey works closely with referral sources to ensure those they refer are willing to work hard and are committed to a two-year stay. Once a referral has been made, Delancey has an application process and requires a letter of intent to be considered for entry. Graduates of the program conduct the interviews and focus primarily on hearing the story of the potential resident and looking for an authentic desire to change. The Flagstaff center would have a similar process, utilizing graduates of the program to conduct interviews.

**Culture**

Delancey started small. Silbert rented a house and took in a few ex-convicts at a time. Later they rented out rooms in other buildings. As the organization grew they become spread out. Many years later Silbert secured a loan to build out the Delancey Street facility. Silbert lived with the residents the entire time and built both the facility and the culture from the ground up.

Can a similar model be replicated following a different path? I attended the Institute for Social Renewal “think and action tank” in San Francisco to learn how the culture at Delancey and other similar programs are built. There I met people seeking to create similar centers to Delancey in various locations around the United States.

I met Steve Cherrington, a doctor, who is opening a rehabilitation center in Utah. His plan is to hire graduates from a similar rehabilitation program, called The Other Side Academy, to run his facility and recreate the culture. The Flagstaff center could interview graduates from similar rehabilitation centers to run the facility as house managers, who would live onsite. In an interview with a Delancey graduate, I was told one of the best parts of a peer-run facility is that it is very difficult to con a peer that also knows how to manipulate the system.

It is my intention to add wilderness immersion to the model for the Flagstaff center. Data collected on how much time people spent outdoors was correlated with the National Climatic Data Center to discover that people who spent twenty minutes or more outside in nice weather had an increase in positivity (Fredrickson, 2009). This data was used to predict positivity and spending time outside related to increases in well-being, broadened thinking, and open-mindedness, though the effects are seasonal (Fredrickson, 2009). “...being outdoors allows you to see farther, and seeing farther may be all it takes to expand your thinking and give you more to feel good about” (Fredrickson, 2009, p 194).

The Flagstaff center will run group events outside. Rafting, hiking, and climbing present opportunities for residents to build interpersonal skills while connecting to nature. The outdoors also provides an opportunity for increases in physical activity.

There is research to suggest that brain cells bind together following physical activity which aids in learning and adaptation to challenge (Bailey, Kandel, & Harris, 2015). Given how much residents will be learning in regards to job skills, interpersonal skills, and GED education, physical activity may be extremely advantageous. Exercise has also been shown to improve mood and reduce depression symptoms as effectively as antidepressants (Blumenthal et al., 1999). In a 16-week study of 156 patients, participants were either given Zoloft, exercise, or a combination of the two. All three groups had significant improvement or remission of their depression (Blumenthal et al., 1999). Therefore, exercise is a valid method of therapy for lifting the mood.

### **Education**

During my onsite visit, I was told each resident of Delancey is expected to earn their GED while serving their two-year commitment. Rather than bringing in tutors, Delancey has residents teach each other. For example, a resident who reads at an eighth-grade level may tutor another resident who does not read at all. This may serve to solidify the learning for the mentor, build self-efficacy, and create hope for the person being mentored. It is my intention that the Flagstaff facility would operate much in the same way with the occasional need for outside teachers where gaps in knowledge between residents are too large. The job training would function much in the same way where outside experts might be called in to provide initial job training with the intention to transition to peer mentorship.

Many different business options could provide job training for the Flagstaff center residents. The businesses need to be viable in the Flagstaff market and provide real job skills that can increase the probability for job placement upon graduation. Delancey began with a moving company because moving does not require high-level skill. It is my intention to begin with a moving company also while building out additional opportunities. These could include tourism services through wilderness immersion, skilled labor services for construction, landscaping, catering, business skills and selling of the art that residents create. Like Delancey, it is my intention that each graduate will leave the Flagstaff center with experience and skills in at least three unique areas of work to increase their chances of securing employment. I would like to include the first cohort of residents in the development of the businesses from the ground up. As a source of admiration for current residents, I imagine pictures of the first cohort on the walls of the center with descriptions of how they contributed to the start-up of each business.

### **Conclusion**

The convicted population have the capacity to change and may need assistance in that effort. However, I suggest throwing resources at the convicted population is not the solution. There is evidence to suggest they need the opportunity to help themselves with an empowering rehabilitative model. The empowerment associated with self-change can be redemptive as they challenge deeply held beliefs about ability. The peer model provides living proof that change is possible. This model suggests a paradigm shift in the corrections field where convicts are taught they have something to give. This model provides a positive environment, they likely never had, with the opportunity to change.

Research suggests a successful rehabilitation center would provide the following: 1) the opportunity to experience positive emotions without drugs or alcohol; 2) a chance to learn they

have inherent character strengths that can be applied to achieve goals with passion and perseverance; 3) a positive environment where they belong and develop positive trusting relationships, forming meaning through their contribution to the group. Most of all, through peer mentorship, they develop hope that change is possible. Convicts can attain what they need through an empowering rehabilitative model that develops self-efficacy through job training and giving through peer mentorship. Ultimately, I theorize it is learning to give that starts the chain reaction to self-induced change.

PERMA proves to be a model of positive psychology that can explain why the Delancey model has worked so well for over 40 years. By incorporating PERMA into a rehabilitation model, success can be measured through increases in the PERMA dimensions, which research suggests will lead to thriving individuals. Positive emotions help to broaden the mind and build resources, increasing resilience. Engagement helps to focus attention and align character strengths with the challenge of developing skills. The peer mentorship model allows relationships to form and create a sense of belonging likely to lead to success. Meaning is formed when the opportunity to rewrite one's narrative as a redemptive story is available. Achievement follows when empowerment is created through interest, practice, purpose and hope.

I hope this capstone stimulates further research on the relationship between giving and the dimensions of PERMA. My hope is that interventions for giving will be researched and applied to each dimension of PERMA to convert a taker into a giver. I also hope research will aim to answer the question, if a taker is converted into a giver, how long will it last and in what contexts? Finally, my hope is that research will explore my theory that giving is a super intervention that permeates all the PERMA dimensions.

To build upon the Delancey model, I plan to add wilderness immersion to capitalize on the benefits of nature to well-being. I plan to maintain the entrepreneurial aspect of the Delancey model to offer job training schools and offset costs. This is a win for individuals as they learn the necessary skills for future employment and gain confidence in their employability. This is a win for the state budget, reducing costs of incarceration through diversion. This is a win for the community that benefits from the taxes paid by the employed ex-convict. This is a win for the families of ex-convicts who benefit from the financial support of an employed family member. With this model, everyone wins. With empowerment, peer mentorship, and the art of giving, the conditions are ripe to blossom, to flourish, to rise out of the muck.

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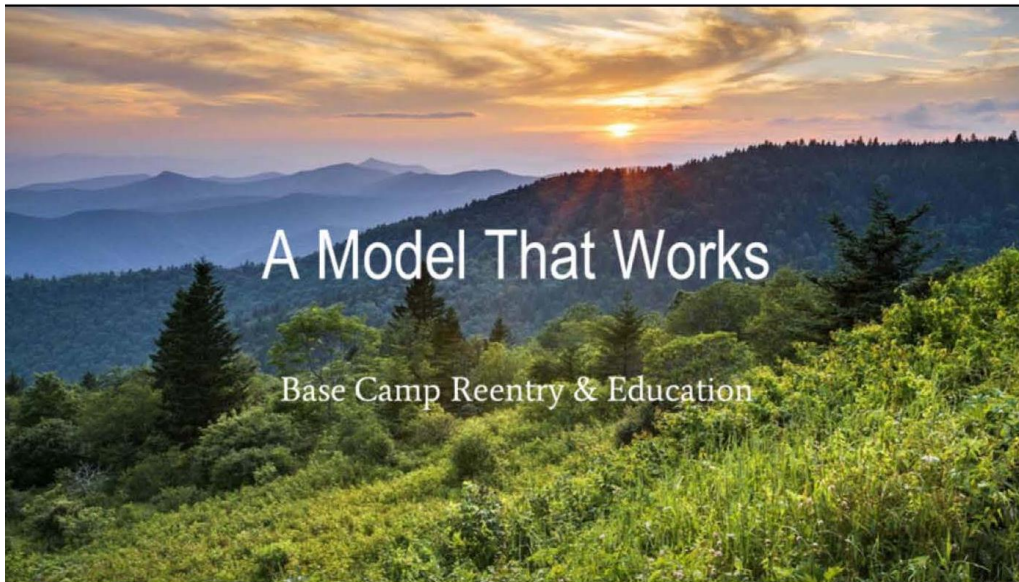
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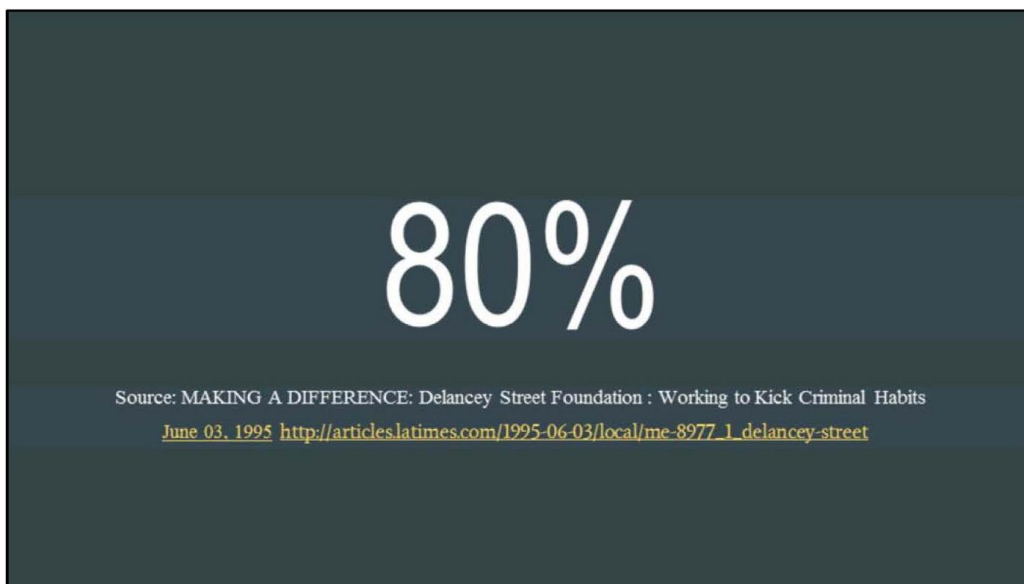
University of Nevada.

## Appendix A: CJCC Presentation

Jessica Laessig and I presented the following presentation to the Criminal Justice Coordinating Council of Coconino County on July 11<sup>th</sup>, 2018 to gain community support for the implantation of Base Camp in Flagstaff Arizona. This presentation will be used for potential investors and supporters.



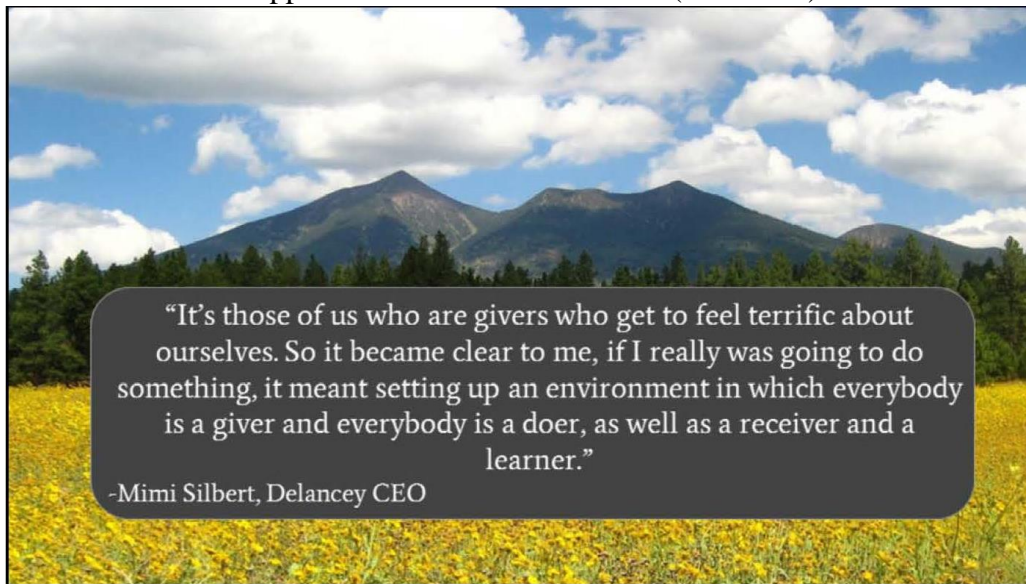
Katie: Thank you for having us here today. We are here to present our diversion and reentry model  
Jess pass out handout.



Katie: 80% graduate from Delancey between 1972 to 1995




## Appendix A: CJCC Presentation (continued)




Katie: Our model is largely based on the Delancey Foundation (residential vocational education center). Successful since the 70s. Concept is that residents will build self-efficacy, hope, purpose, and interpersonal skills if you put them in a position where they mentor a peer. Replicated 8 times.

## The Team



**Katie Wittekind**  
 Bachelor of Science in Criminal Justice  
 Bachelor of Arts in Psychology  
 Masters of Applied Positive Psychology Pending



**Jessica Laessig**  
 Bachelor of Science in Psychology  
 Masters of Education in Counseling Student Affairs

Katie: Mention my experience in behavior change for 13 years with juveniles and now work in prevention. My passion is to do both. Currently working on my capstone to use the research of positive psychology to explain why the Delancey model works.

Jessica: 10+ years of experience working with vulnerable and disadvantaged populations in the Flagstaff area pertaining to social work with children in the foster care system, healthy living skills, and public health promotion through the county. Last 5 years working at the community college helping students overcome barriers to earning a GED/associates degree.

## Appendix A: CJCC Presentation (continued)

## Base Camp: Where the Adventure Begins

## Mission

Base Camp Reentry & Education aims to help formerly incarcerated build confidence, identify new interests, and cultivate a positive self-image by providing equal access to outdoor pursuits through adventure based programs, group therapy, education, and career training



Jess: Read mission, explain what wilderness therapy is and what it does well. Wilderness therapy does three things very well: assesses the issues, help the person develop coping strategies, and emerge with a more positive sense of self and hope for the future.

Why in Flagstaff? Mecca for outdoor adventures.

<https://obhcouncil.com/wp-content/uploads/2012/02/article2.pdf>

## Advisory Committee



Jenna Campbell  
Art Instructor  
Hozhoni Foundation



Tina Truglio Lanuto  
Finance IT Analyst  
Coconino Community College



Gina Blaauw, MS,  
OTR/L  
Occupational Therapist  
FUSD



Yvonne Campbell  
Disability Resources  
Coordinator  
NAU



Matt Laessig  
Owner  
Roots Composting

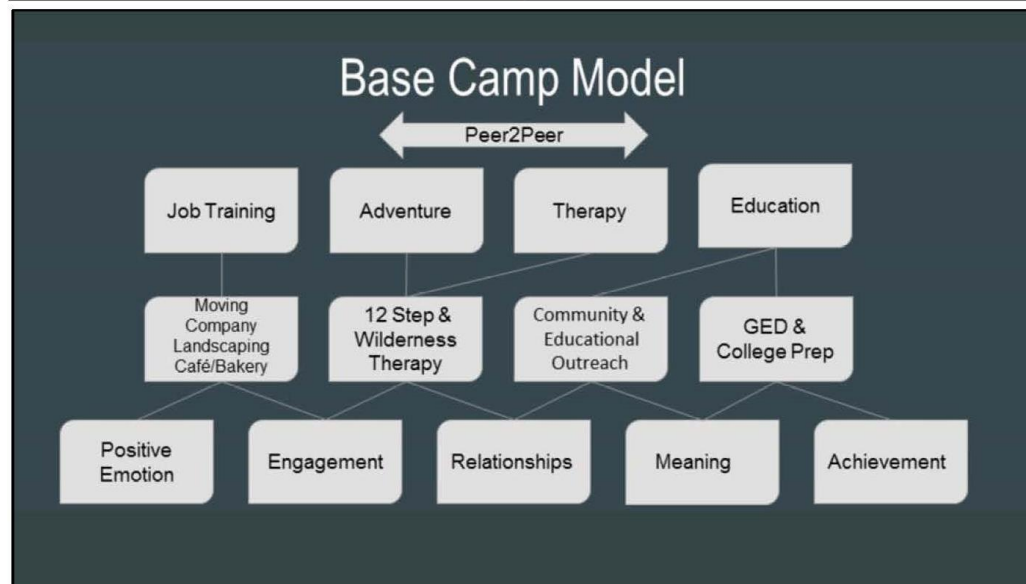
Jess: Vast array of experience with populations of need and they help to round out our ideas and model

## Appendix A: CJCC Presentation (continued)

## The Model

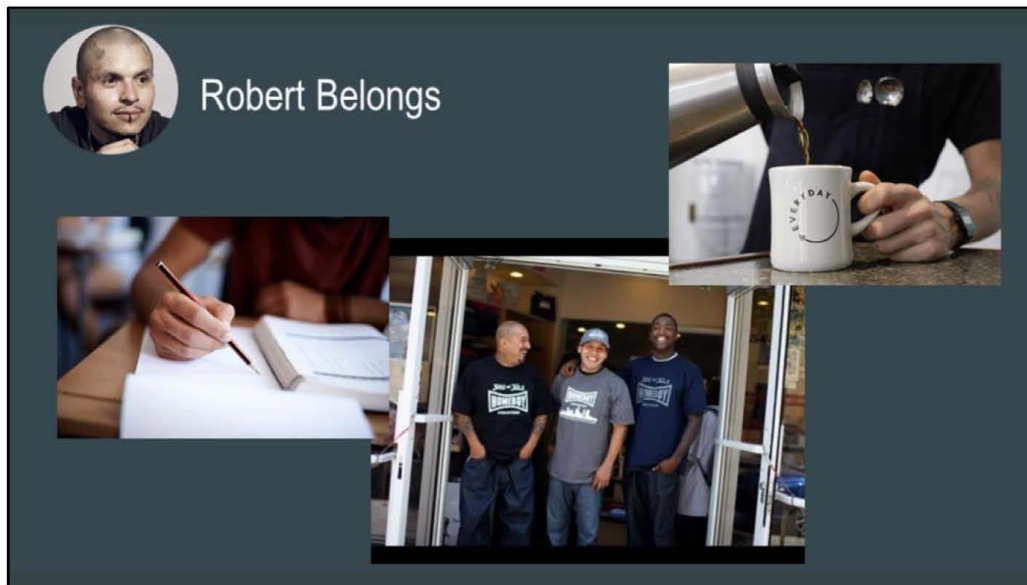
“We all have the responsibility to  
create a just society”  
-Bryan Stevenson

- Reentry & Diversion
- Residential Education
- Wilderness Therapy
- Peer Mentorship
- Income Generating



- Income Generating  
Businesses  
& Transferable Job Skills
- Recovery and Sober Living
- Adventure Based Education & Physical Well-Being  
Confidence Building
- Prevention Through Education
- Contribution to World Through Service

## Appendix A: CJCC Presentation (continued)



Katie: This fictional character based on a Delancey resident is used to tell a story about how the Base Camp model works from the perspective of a resident. Robert got into the “bad” crowd and started using drugs. Thinking back, he realizes he was looking for a place to belong. His mom was always at work and his dad was serving time. He felt like he belonged with the other kids without dads and starting using with them. Before he knew it, he was the kid at school who could get you drugs. School became the place he started to deal. Dealing on the streets was more lucrative and he quit school in 8<sup>th</sup> grade. At 21 years old he got arrested for possession and spent six months in jail. A pattern followed with longer and longer sentences as the amount he was caught with increased. Finally, he was facing 6 years in prison or 2 years at Base Camp. He heard in prison, that Base Camp was the place to go if you want to change. He did want to change but was convinced it wasn’t possible. He requested the diversion program and he was interviewed by a Base Camp graduate. He knew the interviewer. He was a big-time deal on the outside. This guy really turned his life around which gave Robert hope that it was possible to change. He expressed his genuine desire to change during the interview and was accepted into the program. Once accepted, he was put on cleaning duty with all the other newbies. On the tour he got to see the landscaping company, the tutoring room, and the café and was excited to work in the tutoring center. He could read at an 8<sup>th</sup> grade level and he was told he could help other residents learn to read. During his second week, someone threatened him, and they were removed from the center immediately. He felt safe and felt hope that change was possible. He also felt a sense of belonging to the group. He started mentoring peers in reading while earning his GED. He later got a job in the café. He decided to give it his all.



## Appendix A: CJCC Presentation (continued)

## The Model In Action

- Delancey Foundation
- Homeboy Industries
- Refoundry
- Planting Justice
- Drive Change
- Rewilding
- The Otherside Academy

**Mention business, trade skills, and leadership skills .**

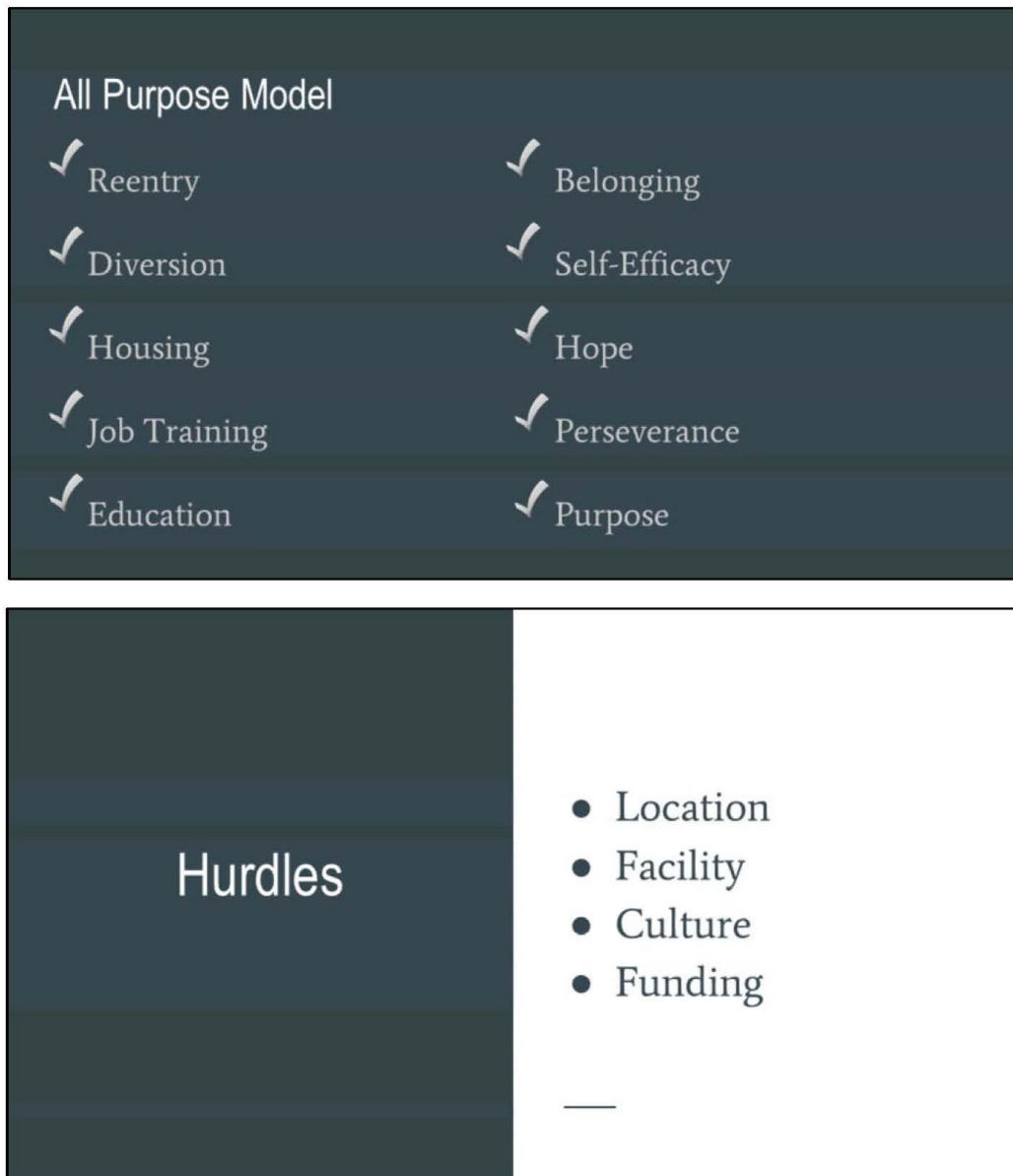
**Homeboy Industries:** longest running reentry program in the US. Started by Father Greg Boyle. Incorporates self-sustaining business model for training of participants. 35% recidivism rate as compared to national average of 68%

**Refoundry** trains formerly incarcerated people to repurpose discarded materials into home furnishings and mentors them into their own business and/or career path. As part of the curriculum, we provide transitional services, life skills training, financial education, and business principles.

**PLANTING JUSTICE** IS A GRASSROOTS ORGANIZATION WITH A MISSION TO EMPOWER PEOPLE IMPACTED BY MASS INCARCERATION AND OTHER SOCIAL INEQUALITIES WITH THE SKILLS AND RESOURCES TO CULTIVATE FOOD SOVEREIGNTY, ECONOMIC JUSTICE, AND COMMUNITY HEALING. 5 acres purchased for gardening growing their own food through sustainable practices. %0 recidivism rate.

**Drive Change:** Our mission is to foster an environment for returning citizens to learn the tools to succeed in the food service industry and become leaders in their community. Drive Change uses the food truck and hospitality industry to run a premiere paid-fellowship for returning citizens ages 18-25 years old. Infusing self-worth in our Fellows, while tapping into the talent and energy of young New Yorkers, our program is focused on the bright futures of our Fellows.

## Appendix A: CJCC Presentation (continued)



Katie: Talk here about not in my backyard, seed money for facility, starting the culture, and finding/maintaining funding sources.

Appendix A: CJCC Presentation (continued)

## Your Support Counts

- Referrals
- Resources
- Location
- Legal
- Financial



# Thank you

...

“In the need to help someone else all your strengths will emerge.” -  
Mimi Silbert, Delancey Foundation CEO

## Appendix B: Base Camp Summary



### Mission

**Base Camp Reentry & Education** aims to help the formerly incarcerated build confidence, identify new interests, and cultivate a positive self-image by providing equal access to outdoor pursuits through adventure based programs, group therapy, education, and career training.

### Keys to Success

Adventure · Therapy · Education · Job Training · Peer Support

### Vision

**Base Camp Reentry and Education** envisions a world where individuals and their families affected by incarceration are able to create lasting and healthy relationships by way of an inclusive and supportive environment for self-discovery through nature and peer mentorship.



## Appendix B: Base Camp Summary (continued)



## The Model

- **Reentry & Diversion:** Accepting alternative sentencing and referrals for probation & parole
- **Residential Education & Job Training:** GED education offered, skills in 4 marketable areas (landscaping, office, cafe, eco-tourism)
- **Wilderness Therapy:** Backpacking, climbing, rafting offered as part of therapeutic programming and job training skills
- **Income Generating:** Residents work in training schools/businesses. Profits offset costs of room & board. Income earning option for resident with graduation
- **20-40 Beds:** Seeking a bed & breakfast location with 8-11 bedrooms with 1-4 residents per room
- **Males Only:** With many residents in close proximity we accept males only
- **Community Involvement:** Community service is key in helping build one's sense of contribution in the world
- **2 Year Commitment:** Long lasting behavior change takes time. Renewal of commitment an option
- **Strong Motivation and Desire to Change:** a strong motivation to change one's lifestyle, an ability to interact in an active fast paced environment, and in reasonably good health. Not accepting sex offenders, dual diagnosis, or anyone requiring psychiatric medication. Interview and application process required

**Jessica Laessig**

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414.828.6490

**Katie Wittekind**

[kwittekind@coconino.az.gov](mailto:kwittekind@coconino.az.gov)

928.814.6083

## Appendix C: PERMA Survey

The PERMA survey is available for free at:

<https://www.authentichappiness.sas.upenn.edu/questionnaires/perma>. Below are the survey questions. For scoring results please visit the website. It is suggested to use this survey to collect subjective changes to basic PERMA scores over time from rehabilitation center residents. It is also suggested to collect objective feedback from peers and mentors on each question provided.

1. In general, to what extent do you lead a purposeful and meaningful life?
2. How much of the time do you feel you are making progress towards accomplishing your goals?
3. How often do you become absorbed in what you are doing?
4. In general, how would you say your health is?
5. In general, how often do you feel joyful?
6. To what extent do you receive help and support from others when you need it?
7. In general, how often do you feel anxious?
8. How often do you achieve the important goals you have set for yourself?
9. In general, to what extent do you feel that what you do in your life is valuable and worthwhile?
10. In general, how often do you feel positive?
11. In general, to what extent do you feel excited and interested in things?
12. How lonely do you feel in your daily life?
13. How satisfied are you with your current physical health?
14. In general, how often do you feel angry?
15. To what extent have you been feeling loved?
16. How often are you able to handle your responsibilities?
17. To what extent do you generally feel you have a sense of direction in your life?
18. Compared to others of your same age and sex, how is your health?
19. How satisfied are you with your personal relationships?
20. In general, how often do you feel sad?
21. How often do you lose track of time while doing something you enjoy?
22. In general, to what extent do you feel contented?
23. Taking all things together, how happy would you say you are?